

St. Ninian's High School

School Handbook



Employability

Health and Wellbeing

Literacy

Digital Learning



Numeracy

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General Information

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Twitter  [@stninianshigh](https://twitter.com/stninianshigh)
Instagram [@Stninianshighschool](https://www.instagram.com/Stninianshighschool)

St Ninian's High School, opened in 1984, is a six-year co-educational Catholic school. The school serves the communities of Clarkston,

Associated Primary Schools:

St Cadoc's Primary, Newton Mearns
St Joseph's Primary, Clarkston
Our Lady of the Missions, Woodfarm
St Clare's, Newton Mearns

The School Roll (2019-2020)

S1 S2 S3 S4 S5 S6

320 299 300 304 299 298

As per June 2019

Welcome to our School

Over the years, our school has developed an excellent reputation within the local community. We are very proud of our academic success, the high standard of pastoral care we offer our young people and the wide range of co—curricular activities offered to our pupils. We aim to create a learning culture in which we promote the all-round education of pupils, developing articulate young people who are confident in their own ability, have high aspirations, and where young people learn to be leaders for life based on the values, experiences and education promoted in our school. Through the breadth and depth of the education we offer, our young people are stretched intellectually, artistically, aesthetically, physically, musically and spiritually.

We would expect every pupil to achieve their personal best in all that they do. We set no limits to the ambitions of our young people, and the expectations of our parents and carers. We expect the highest standards from our pupils in all aspects of school life, in their attitude to learning, in their personal conduct and in their appearance.

Every pupil offers to our school community something that is distinctive and tangible. The aim of Catholic Education is to educate a child for life, developing the talents of the young person in the fullest possible way thereby transforming their life for the better. I am sure that you will recognise that our school is, above all, concerned with human qualities and the best prospectus for Saint Ninian's High School can be found in our pupils, our staff and our parents and carers.

Our staff are experienced and professional. They are committed to providing a safe, caring and supportive learning environment for all pupils. Links with our associated primary schools ensure that we see the education of our young people as a continuous process. We seek to foster an active partnership with parents and carers to ensure the best possible education for each student.

We are aware that in choosing to send your child to our school you are making an act of trust. Our aim is to ensure that every child entrusted to our care is made welcome and that their time in Saint Ninian's is happy and successful. If you are a parent of a child already at the school, thank you for entrusting us with that job.

If you are considering sending your child to Saint Ninian's, please come and see the school, meet our young people and staff, and talk to me about your own particular interest in Saint Ninian's and my vision for our school in the coming years.

Kindest regards

John Docherty

Head Teacher

Our Aims

Our aim is to help all our pupils fulfil their potential, their ability and aptitudes to the full in each aspect of their development – academic, spiritual, physical, personal, social and emotional.

To work in partnership with parents and carers to help young people grow in faith, to enable the faith of childhood to develop into a mature adult and personal response to Christ.

OUR COMMITMENT IS TO:

Promote Gospel values as a way of life.

Foster Christian attitudes, to show respect, tolerance, understanding and care for others.

Give all members of the school community, pupils and staff, opportunities to develop their talents to the full.

Provide a wide range of educational courses and resources which will equip our pupils with the knowledge and skills they will require to meet future challenges.

Advance equality of opportunity and social justice.

Foster a spirit of partnership among pupils and staff, between home and school, between community and school.

Provide a supportive, well-ordered, attractive and well-resourced environment for all who use the school. Encouraging a view of education as a continuous, lifelong project.



Pastoral Support

All secondary schools have a number of promoted teachers responsible for Pastoral Support. The function of these teachers is to help young people to make informed and responsible decisions at important stages in their careers and to make available to pupils all the services which the school has to offer. They are, therefore, engaged in a number of important tasks in addition to their teaching duties e.g.:

- Developing close links with P7 pupils and their teachers
- Care of new admissions
- Monitoring the academic progress of all pupils
- Giving advice on course choice
- Checking on attendance and timekeeping
- Care of pupils facing difficulties—emotional, physical, scholastic
- Preparation of reports on pupils—for employers, universities, colleges, etc.
- Contact with parents of individual pupils—by letter, telephone, interview, meeting
- Links with the supporting agencies such as the Careers Service, Social Work Department, community organizations, etc. contribution to co-curricular activities

Pastoral Support staff enter these activities with the aim of ensuring that all pupils are aware that there is a named member of staff who knows and cares for them as individuals. As indicated above, they play a vital role in establishing and maintaining contacts with parents/ carers.

Any parent who wishes to discuss a problem with the appropriate member of the Pastoral Support Team should simply contact the school and arrange to meet the teacher at a time which is mutually convenient. This ensures that the teacher is not in class or does not have another appointment when a parent arrives without prior notice.

At the start of the session, when the timetables have been issued to staff, each Pastoral Support teacher will write to the parents/ carer of pupils in his/her care giving the times when he/she does not have classes to teach.

In an emergency parents should contact the school immediately, and arrangements will be made to have the matter dealt with. All teachers are encouraged to take a close interest in the education and welfare of the young people they teach.

All teachers are required to contribute to the ethos and to the co-curricular life of the school. All teachers are expected to work closely with Pastoral Support staff in monitoring the progress, attendance and timekeeping of their pupils.

Timekeeping & Attendance

Parents have a legal duty to make sure that their children attend school. But as well as this, children need to attend school to get the best out of their education.

The school records attendance daily. Parents must let the school know about any authorised absence which could include sickness, religious observance or bereavement among others.

This way we can keep accurate attendance records. This is our legal responsibility and helps us to keep a track on truancy if it happens.

Also, you should avoid taking time off for holidays during term time. Even towards the end of term when you may think there's not much 'school work' going on, there are important lessons and activities for all pupils which are an important part of their education.

Latecoming

If your child is going to be late for sickness, medical appointment or any other reason please ask them to sign in at the School Office. If possible the pupil should have a letter of explanation.

When the pupil signs in at the school office they will be issued with a 'late slip' and their attendance will be duly updated. If they do not sign at the School Office their absence will be unconfirmed and you may receive a text alert.



Parental Involvement Opportunities



Scottish School (Parental Involvement) Act 2006

School Boards were replaced in August 2007 by a new system of parent councils. The Act makes provision for all parents to be members of the Parent Forum at the school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The legislation supports parental involvement in a much wider sense than before. It aims to help all parents to be:

- Involved with their child's education and learning
- Welcomed as active participants in the life of the school
- Encouraged to express their views on school education generally and work in partnership with the school.

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers.

<https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=23526&p=0>

The Parent Council for our school is known as:

Saint Ninian's High School Parent Council

Our school's Parent Council brings together parents, staff and co-opted members, with the head teacher as professional advisor. The Parent Council has duties, rights and responsibilities to the management of the school.

These include:

- consulting with parents and reporting on matters of interest
- encouraging the development of links between school and parents
- taking part in selection of senior promoted staff to the school
- discussing and approving the head teacher's plans for purchasing books and educational materials
- setting dates for occasional holidays in consultation with interested parties
- under the direction of the East Renfrewshire Council, assisting in the letting of school premises

The Head Teacher and local councillors may attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

Should you wish to join the Parent Council, please contact the school office.

Friends of St Ninian's

Friends of St Ninian's is a partnership between parents and staff to support all in the school community.

The group

- Organises social events
- Raises funds for a variety of purposes
- Acts as an informal channel of communication between parents, carers and staff

The "Friends of St. Ninian's" is different to the Parent Council because it is a voluntary organisation and the focus of the meetings/ events can be whatever parents and staff of the school decide.

The Parent Council has some specific duties laid down by law, which the group cannot do. In St. Ninian's there is a good relationship between the Parent Council and Friends of St Ninian's and both organisations are there to compliment one another and support each other whenever necessary. If you would like to join the group or require any further information, then please contact the school directly or contact any "Friends Of St. Ninian's" member.



Home/School Partnerships

The success of St. Ninian's comes from developing successful partnerships involving three main groups — pupils, parents/carers and teachers:

PUPILS - Transitions

- From the beginning, pupils are visited in their primary schools by teachers from St Ninian's so that the pupils will know a good number of their teachers before they come to us, and that teachers will be familiar with the work being done by pupils in our primary schools.
- Primary 7 pupils are invited throughout the academic year to come to St Ninian's, and follow a selection of subjects receiving an opportunity to experience their new school.
- During primary visits by Pastoral staff, pupils are taken through a booklet of information about St Ninian's. This booklet is e-mailed to all parents and can be access online also.
- Pupils will have an opportunity of participating in events and competitions organised by St Ninian's e.g. drama, public speaking, athletics, musical events, fashion show/ exhibition and the Mathematical Challenge.

PUPILS - Progression

As pupils progress through St. Ninian's the Pupil/Parent/ Carer/ Teacher partnership continues to develop.

- Pastoral staff closely monitor S1 students as they make the transition from primary to secondary and if necessary put in place support such as student tutor and mentors.
- At the time of S1 Choices, subject teachers provide pupils with a clear indication of their progress, strength and course pathways, whilst Pastoral staff lead them through the choice programme.
- As pupils progress through 2nd and 3rd year, class teachers continue to support pupil needs and ensure pupils progress at a rate ensuring continual success.
- In 4th year pupils receive support in preparing for national qualifications from subject teachers as well as specific input from pastoral staff on study skills and exam techniques.
- At the end of 4th and 5th year pastoral staff support pupils in making further subject choices and work closely with the careers service in planning the next transition in moving on from high school.
- Senior pupils continue to receive support through careers, college application days and UCAS workshops. They also have a responsibility to give back to the school community by supporting teaching staff as student tutors and mentors or through the S6 service programme.

PARENTS/ CARERS - Transitions

- Parents / Carers have an opportunity to gain further information about the school from the S1 InS1ight booklet issued via e-mail.
- They are invited to attend meetings with the Head Teacher and other senior staff from St Ninian's early in the summer term before their children are due to transfer to secondary school.
- They will receive copies of Parents' Newsletters issued by the school. From the very beginning the tone of contact with parents/ carers will be such as to encourage them to play a full part in the education of their children.
- The school website and twitter account provides a wealth of information on the day-to-day activities in our school and is a key source of information for all.

PARENTS/ CARERS - Progression

- At the beginning of first year an information night allows parents / carers an opportunity to visit the school to be provided with an insight into the curriculum of our first year pupils as well as the opportunity to meet with their teachers.
- As pupils progress through the school, information nights provide up to date information of the curricular pathway our young people can take as well as methods on how to support their child at different stages.
- The S1 choice night provides parents / carers with the opportunity to gain further information from subject teachers about course progression as well as meeting with pastoral staff and members of the senior management team.
- The S1 Numeracy night provides parents / Carers with further insight into maths tuition and how they can support learning in the home.
- The S2 information night gives parents/carers and pupils an overview of the S2 curriculum content for each course.
- The S3 information night again allows parents / carers to develop an awareness of the way in which both English and Maths are delivered in preparation for SQA exams as well as information on National 4 and 5.
- The S4 information night provides parents / carers with information on how to support their child as they prepare for their forthcoming SQA exams focusing on study skills.
- The annual Careers Evening offers parents / carers and pupils the opportunity to research future career paths and gather information from external agencies.
- The UCAS night provides parents / carers with an insight into the process as well as preparing parents to support their child through the school programme.

TEACHERS—Transitions

- The Head Teachers meet regularly to discuss curricular matters affecting both primary and secondary Schools. Mr Docherty visits P7 pupils in late November.
- Secondary teachers visit primaries to meet the pupils and teachers Primary teachers have the opportunity of visiting St Ninian's with their pupils to see the work done in secondary schools.
- Teachers exchange details of the courses taught and the materials used so that they are conversant with the curriculum of both primary and secondary. The Curriculum for Excellence programme is being developed by our staff and our colleagues in the Primary schools
- Primary teachers inform the Depute Head Teacher for First Year and Pastoral Support staff in St Ninian's of the strengths and weaknesses, the attainments and skills mastered by individual pupils. This does not mean that pupils are 'labelled' before they arrive in secondary.
- What it does mean is that we are in a better position to help each individual pupil since we have a picture their strengths, weaknesses, aptitudes, special talents and so on. In this way we are more likely to help each pupil to settle and to provide continuity with the work done in primary school.
- Teachers in primary and secondary co-operate in supporting a number of joint activities — academic, spiritual, cultural, sporting—in the interests of their pupils

TEACHERS—Progression

- As your son or daughter progresses through St. Ninian's staff continue to support their progress and work closely with both pastoral and year group heads to support pupil learning.
- Additional opportunities like supported study and Easter school help to monitor and support progress.
- Furthermore staff support pupils through school trips, co-curricular activities and social events.

Equalities

Earlier in this handbook we declared our commitment to gospel values, to equality of opportunity and to social justice. This commitment is extended to all members of the school community, pupils, parents and staff, irrespective of social background, creed, disability or race.

At all stages in the curriculum, all courses are made available to both male and female students. No distinctions are made on the basis of gender. We hope that in this way we can help to remove stereotypes and prejudices.

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to –

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012*
- *Advance equality of opportunity between people who share a relevant protected characteristic and those who do not*
- *Foster good relations between people who share a protected characteristic and those who do not.*

St. Ninian's High School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department.

We encourage that any concerns be raised with us. Our Equalities Coordinator is Mrs Wilson (DHT) can be contacted by email or by telephoning the school.

Religious Education and Religious Observance in Scottish schools

Guidance from the Scottish Government states that "Religious Observance has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and an effective contributor. It also provides opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider communities."

While the Scottish Government states that parents have the right to withdraw children from participation in Religious Observance it also recognises that: "Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character." *Curriculum for Excellence: religious observance section 24*

Education Privacy Notice

What is the legal basis for us to process your information?

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973.

The law gives certain types of information special significance because of its sensitivity eg health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

Do you have to provide your information?

Education needs your information to allow us to carry out tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.

How do we collect information about you?

Most of the information the council holds about you will come from you as an individual and provided at your first encounter with education whether it is applying for an early learning and childcare place or the annual data check conducted by schools. Not all of the information you provide is shared with all the bodies listed and is only shared when the information is relevant to their purpose.

Who will process your information?

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock G46 6UG for the administration of Education and any additional support you may require.

Why do we process your information?

We will gather only personal data that is adequate, relevant and limited to what is necessary in relation to the purpose for processing. Your information is processed to help us administer education provision and related functions within East Renfrewshire. As relevant your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

We will only share the minimum amount of personal data that is adequate, relevant and limited to what is necessary in relation to the purpose for processing.

Such information includes:-

Child's Forename
Child's Surname
Child's gender
School Stage
Details of child's medical condition
Any other name child is known by
Child's date of birth
Address including postcode
Mother's/Carer's Name
Father's/Carer's Name
Mother's/Carer's address including postcode
Father's/Carer's address including postcode
Mother's/Carer's telephone number
Father's/Carer's telephone number
Mother's/Carer's email address
Father's/Carer's email address
Single Parent/Carer family
Name of Brother/Sister
Date of Birth of Brother/Sister
School stage of Brother/Sister

When applying for a school place you will be asked to provide:

School applying for
Preferred Alternative School
Early Learning place applied for
Council Tax evidence and Council Tax Number
Mortgage Statement or Rental Agreement and Rental Agreement End Date
Landlord Registration Number
Birth Certificate
Child Benefit
Utility Statement
Other Catchment Evidence

And where relevant:

Roman Catholic Baptismal Certificate detailing date of baptism and name of church venue

How long will we keep your information?

The council will hold your information from when your child first has contact with one of our services through to five years beyond them leaving school.

Who is your information shared with?

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information may be shared with: (see next page)

| Agency/ Company | Purpose |
|---|---|
| 2Cqr | Library management system used in secondary schools. https://www.2cqr.com/ |
| Bellrock FM | Provide management of part of the school building and school meals in St Ninian's High. http://bellrock.fm/ |
| CRB | Cashless catering and point of sale provision at the school kitchens |
| ParentPay | Ability to pay school for trips, meals and other items online https://www.parentpay.com/ |
| East Renfrewshire Culture and Leisure Trust | Organisation within the East Renfrewshire area delivering sport, leisure, arts and cultural services. Also deliver a wide variety of sports development including SportsScotland's Active Schools programme within our schools. https://www.ercultureandleisure.org/about https://sportscotland.org.uk/schools/active-schools/ |
| Education Scotland | Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages. Responsibility for inspection, attainment, inclusion and other aspects of education in Scotland. Data may be restricted to statistical returns. Therefore, contain no personal data. https://education.gov.scot/ |
| Glow, Scotland's national education network | Glow allows teachers and students to collaborate on documents online, meaning that groups can work together on shared or similar projects. Common spaces are available for gathering and storing information from a number of students, and teachers can collect, review and give feedback online. Managed by Education Scotland. https://glowconnect.org.uk/ |
| Scottish Government including their Analytical Services | The devolved government for Scotland has a range of responsibilities which include: health, education, justice, rural affairs, housing and the environment. Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate, has legal powers to request data with regard children and young people educated in, and the workforce of, Scotland's schools. Data may be restricted to statistical returns. Therefore will not contain any personal data. https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices |
| NHS | Access to information sufficient to allow them to carry out their programme of health checks and immunisations within our schools as necessary. http://www.nhsggc.org.uk/ |
| Scholar, Heriot Watt University | Access to online learning courses, tutor session and books for secondary pupils developed by Heriot Watt in conjunction with Glow and Education Scotland. https://scholar.hw.ac.uk/index.html |
| Skills Development Scotland | Provide access to Careers staff, myworldofwork.co.uk from Primary 5 to Secondary 6. https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/our-careers-service-in-schools/ |
| SQA | The awarding body for qualifications in Scottish schools with a role in accreditation of qualifications also. https://www.sqa.org.uk/sqa/70972.html |
| SEEMiS | Holds the Education Management Information System Click + Go allowing us to record staff and pupil information, attendance, pastoral notes and tracking and monitoring. https://www.seemis.gov.scot/site3/ |

The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes. Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Do we transfer your information outside the UK?

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK.

Profiling and automated decision-making

Education do not use profiling or automated decision-making for administration.

Your rights

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right.

Access personal data held about you

You have the right to:

Access personal information the council holds about you by making what is known as a subject access request. You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

Request rectification of your personal data. You have the right to request that the council corrects any personal data held about you that is inaccurate.

Request that the council restricts processing of your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.

Object to the processing of your data. The council will have to demonstrate why it is appropriate to continue to use your data.

Complaints

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer
East Renfrewshire Council
Council headquarters
Eastwood Park
Giffnock
G46 6UG

or by email at DPO@eastrenfrewshire.gov.uk

You have the right to complain directly to the Information Commissioner's office (ICO).
The address of their head office is:

Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5EF
Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at www.ico.org.uk
The ICO also have a regional office at:

45 Melville Street, Edinburgh EH3 7HI
Telephone: 0303 123 1115 e-mail: scotland@ico.org.uk

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.

The School Community

We believe that our school is an important part of the community it seeks to serve. We try in several subjects to bring our young people to an understanding of the workings of their community, the problems it faces and possible solutions to those problems. We also encourage our pupils in their formal and informal activities to become involved in the life of the local community.



This takes place on a number of levels, senior students, for example, are engaged in community service programmes which are also well-established. The school orchestra and band are frequently invited to play at functions organised by a number of organisations. Links with local parishes are particularly good, and we try to keep pupils informed of events in their parish. Reference has been made elsewhere in this booklet to fund-raising events for charitable causes. The beneficiaries of the pupils' efforts include local as well as national and international organisations.

At another important level we try to make sure that our pupils keep the area around our school tidy by assisting on a voluntary basis with regular litter patrols, that they realise the stupidity of vandalism, that they show a respect for members of the public as they make their way to and from school.

The traffic of course is not one-way. i.e. members of the community can and do help us in the task of educating our pupils. So, for example, we have visiting speakers from voluntary organisations, from commerce and industry and from newspapers.

The local Police assist us with crime and drugs prevention education programmes. Syllabuses in individual subjects are designed, among other things, to equip our young people with skills they will need for life in the world of work. These examples will, we hope, illustrate our commitment to the idea of St Ninian's as a school which seeks to serve its community.

St. Ninians' also continues to develop as a global community. For a number of years pupils have supported the Paisley Diocese and have attended the pilgrimage to Lourdes helping support sick parishioners participate in a wonderful opportunity. Furthermore we have a number of senior pupils each year who are selected to be involved in a Lasallian project in the developing world. The experience sees our young people raise money to fund the expedition and provides them with six weeks working abroad supporting others.

Recognising Achievements

'Recognising achievement shouldn't be a 'tick-box' exercise involving lists of activities, but should focus on helping young people to understand the skills they have developed through these activities and enable them to better describe to others how they can demonstrate and build on those skills. It must have credibility with young people, their parents, employers, universities and colleges'. (Education Scotland)

We have many existing methods of recognising achievement in our school, both formally and informally. Included are the S6 Diploma, announcements & presentations at weekly assembly, , annual S1/2 peer awards, annual awards evening, wall displays, achievement boards, newsletters, medals, badges, certificates, prizes, school website and twitter etc. and with a more formal approach through UCAS & other school references.

All achievements are published on our Main School Website and on the school Twitter Pages.

We encourage pupils to recognise and record their own achievements. Becoming involved in the wider life of the school helps *"to stimulate learning to gain knowledge and skills, including that not formally recognised in national qualifications"* (SQA)

Through PSHE pupils will be provided with the opportunity to reflect on what they have learned, experienced and achieved to date. This will be recorded in allocated pages in pupil homework diaries which will articulate with 'profiling'.

We encourage pupils to follow this up by completing and developing the profiling section within their PSHE booklet. Encouraging pupils to regularly record achievement through a structured process helps prepare pupils to *"reflect on their learning and development, valuable for being able to express themselves in applications or interviews with employers, colleges or universities"* (LTS)

How We Celebrate Achievement:

- Weekly Assembly
- PSHE
- Departments
- Classrooms
- Wall displays
- Corridors
- Excellence boards
- Website
- Peer Awards
- Sports day awards etc
- Excellence badges
- The Saint Ninian's Medal
- S6 Diploma

Achievement Opportunities:

- In departments
- Co-curricular activities
- School clubs
- School trips/excursions
- School Teams
- Skills & talents
 - debating/musical/ sporting etc
- Faith life of the school
- Out with school

Curriculum

Bringing learning to life and life to learning

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique world-leading online network, supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with a challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy, numeracy and health and wellbeing.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

St Ninian's has successfully introduced the new Level 4 - 7 National Qualifications over the years. There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support whenever that's needed.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education. More information can be found within the Curriculum for Excellence section of the school website.

<http://bit.ly/snhscurriculum>

First Year

Organisation of Classes

All classes in S1 are organised as mixed ability classes at the start of the session. The mixed ability classes are formed by placing as wide a range of ability as possible in each class. Boys and girls receive exactly the same courses and will get the same opportunities to progress. The information for arranging the classes comes from primary school reports. It is also policy that any pupil from a primary school would have at least one other pupil from the same primary school in his/her form class.

Courses - Subject Allocation

| <u>Subject</u> | <u>S1</u> |
|-----------------------|------------------|
| English | 5 periods |
| Mathematics | 4 periods |
| Modern Languages | 3 periods |
| Social Studies | 3 periods |
| Science | 3 periods |
| P.E. | 3 periods |
| R.E. | 2 periods |
| P.S.H.E | 1 period |



History, Geography and Modern Studies (3 periods per rotational block 3 time per year.)
Home Economics, Music, and I.T. (3 periods per rotational block 2 times per year)
Design & Technology, Art & Design and Drama (3 periods per rotational block 2 times per year)
Mandarin and Business Management - Inserts into curriculum throughout the year

Total - 33 periods

S2, S3 and S4 Current Position

At the end of S1 pupils choose their subjects. The school offers a great deal of advice about the best choice for each individual pupil, based on aptitude and ability, and the final choice is left to the pupil and his/her parents/Carers.

At present pupils choose 8 courses which they are committed to until their completion in S4. The Scottish Qualification Authority courses are national courses which pupils opt for after completion of their broad general education. There are information evenings to discuss curricular changes in S1, S2, S3 and S4.

Skills for Work

Skills for work courses offer a vocational education experience in S3 to S6 to better meet the future career aspirations of some of our young people.

The S5 and S6 Curriculum

In S5 and S6, pupils may progress with their SQA subjects at National 4, 5 and Higher Grade. In S6 the Advanced Higher Grade is available to those who have passed their Higher Grades.

Guidance as to which courses are most suitable is given to each pupil, and the school publication "S5 and S6 Pathways booklet" is given to all pupils intending to enter both fifth and sixth year. This details higher educational, further educational and vocational opportunities, and explains the National Qualification courses offered.

S6 is seen by the school as a bridge between school and further education. Consequently, S6 pupils have certain privileges not available to the rest of the school. Some may have non-contact periods during the week. At the beginning of the year they negotiate and sign a timetable with the school.

All S6 pupils also have the responsibility to participate during the year in some form of community or school service. Pupils have in the past been involved with activities such as working in local nurseries, play groups, primary schools, helping in local nursing homes, prefect duties, assisting with pupils with additional support needs, assisting in library, student tutoring, student mentoring, year book committee, charities committee, Young Enterprise, organisation of discos etc.

Throughout their time at school pupils receive an input from Skills Development Scotland. They support pupils by offering careers advice, guidance and information to pupils in school, and to people of all ages in Scotland. Skills Development Scotland offer free and impartial advice on education, training, careers, jobs and benefits.

All pupils have access to a Careers Adviser in School and after they have left at the Skills Development Scotland Centre (Careers Scotland) on Barrhead main street.

In St. Ninian's High School we have two Careers Advisers, Katrina Sheppard and Robert Young. The careers interview rooms are situated in the pastoral support base. The Careers Advisers offer 1-2-1 guidance sessions, group sessions as well as drop in sessions at lunchtime. They are also available at all parents' evenings, many information evenings and the school careers convention. Referrals to our careers advisers can be made by parents, subject teachers, pastoral support and students themselves.



Homework

It is school policy that teachers should set work or study which pupils can undertake at home. This will foster the correct habits and attitudes which are necessary in later years. Pupils are encouraged to keep a homework diary or study planner in which they record homework assignments and make a note of the time devoted to each subject. The diary can also be used by the pupil to jot down topics that they are having difficulty with and topics which they feel they are coping with. With the study planner pupils are given advice on how to use the section on target-setting as a means of reviewing their progress. The work to be done at home should be worthwhile. Some exercises may be set to reinforce what has been taught in class; on other occasions pupils may benefit from guided reading, from researching materials in books, newspapers and magazines, or from being directed to watch a programme, film or play on TV. etc. We remind pupils that homework need not be confined to written exercises and that they should read over notes, engage in private reading etc. It is not enough to expect that all pupils will acquire the necessary study skills for themselves. Many pupils need guidance and assistance in this area. The school's programme for personal and social education includes a unit dealing with study skills. The study skills packages for each year group are discussed with the pupils in classes and then made available for parents to read and discuss with their children.

To make sure that the school policy on homework is being implemented with consistency and without overburdening pupils, a small group of pupils is identified in each year group so that, using them as a representative sample, we can monitor the situation. Parents/ Carers are kept informed of school policy and practice in the setting of homework. Indeed we have always been keen to discuss and explain our homework arrangements and to suggest ways in which parents can help their children to organise their studies profitably.

Assessment

In the past schools assessed pupil to rank them from first to last in their class, to give them percentage marks and to compare them with each other. Today the emphasis is not on comparing pupils with each other, but on the pupil as an individual. So we assess our pupils:

- To find out where their strengths are
- To find out where their weaknesses are and to take appropriate action; to see if our teaching methods and materials are sound
- To provide pupils, parents/carers and teachers with accurate information on which decisions may be taken e.g. course choice
- To find out if pupils are making the progress they are capable of

A range of measures is used in the assessment of our pupils:

A series of small tests, usually set at the end of each unit of work. Assessment of work done in class—jotter, portfolio, models made in Design and Technology, dishes made in Home Economics, etc

Pupils in Second Year take standardised tests in English and Mathematics in line with East Renfrewshire Council's policy. More formal SQA assessments are common from Third Year onwards such as end of unit assessments, projects and assignments.

Assessment and Reporting

At St. Ninian's High School reports no longer consist of only percentage marks and class averages. Reports will also give details of a pupil's strengths and areas for development in each subject as well as, where appropriate, performance in standardised tests. This ensures parents have a clear indication of their child's progress through the experiences and outcomes of the Curriculum for Excellence programme.

From the very beginning the school takes into account prior attainment from their associated primary schools to assess needs and possible support. As pupils progress through St. Ninian's pupils are assessed as appropriate in all subjects using a variety of different approaches. Teacher will then discuss progress regularly with pupils with formal reports being issued three times per year. After each report is issued Pastoral teachers meet with respective year heads to monitor the overall progress of pupils in their caseload.

There are two different formats of reports issued to parents: tracking and a full detailed report. The tracking report is a brief review on how a pupil is progressing in each subject based on his/her ongoing performance in class allied, where applicable, to internal assessments. The areas checked are: behaviour; effort and homework using a four-point scale. The main purpose of this system of reporting is to ensure there are no surprises for pupils, parents/ carers and staff. During the session every year group will be issued with two tracking reports in addition to the usual full school report. At each reporting stage there is a discussion between teachers and pupils to ensure that each individual is praised where appropriate and support is identified where needed.

After the full report has been issued parents evenings take place with each respective year group. These meetings give parents an opportunity to meet with one of their child's teachers and discuss their child's progress and development. Listed below are the times when year group reports are issued and when parents' nights take place.

S5/S6

Report & parents' evening : January

Tracking : October

Tracking : March

S4

Tracking : September

Report & parents' evening : November

Tracking : March

S3

Tracking : September

Report & parents' evening : March

Tracking : May



Scottish National Standardised Assessment

In August 2017 the Scottish Government introduced the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework.

The SNSA will be undertaken by all children in P1, P4, P7, S2 and S3 and assess aspects of reading, writing and numeracy. As set out in the national guidance their purpose is to 'provide teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.

The assessments have been designed to provide teachers with information about children's progress and help inform professional judgements. Whilst teachers will continue to draw on all assessment information available to them, the SNSA will be part of the wide range of data and evidence teachers use to assess your child's progress. Pupils in third year will sit three online assessments; two in literacy and one in numeracy.

In line with other schools within the Local Authority these assessments will take place in class during a five week period during April. The national guidance sets out the following practical details:

- The assessments are 'age and stage' appropriate with no time limit for completion.
- The assessments are inclusive and are designed to accommodate the needs of all young people who require additional support.
- Most young people should require no more than 45 minutes to complete each assessment.
- Pupils will only undertake a reading, writing or numeracy assessment in one sitting.
- Pupils with a short attention span can stop the assessment at any time and re-engage after a short break.

For more information regarding the SNSA please visit the website below:

<https://standardisedassessment.gov.scot/parents-and-carers/>



School Admission Arrangements

Before a child enrolls in St Ninian's High School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at this school. If appropriate evidence is not submitted the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the school office; further detail on required documentary evidence is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

<http://bit.ly/EDAdmission>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the St Ninian's High School delineated catchment area and his/her parents wish the child to continue to attend the school the parent must submit a placing request to remain. Where it is found that a child is no longer entitled to a catchment place in St Ninian's High School since they no longer reside in a property in the delineated catchment area associated with the school, and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child's parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from St Ninian's High School.

If information that is submitted is found to be fraudulent the Council may pass the matter to the Procurator Fiscal's Office. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so.



Transitions

The majority of pupils enrolling in St. Ninian's High School come from our associated primary schools – Our Lady of the Missions Primary School, St. Cadoc's Primary School, St. Clare's Primary School and St. Joseph Primary School. The primary/secondary transition programme begins in November when the Head Teacher visits each primary to meet with primary seven pupils. As the year progresses further staff including Year Head, Pastoral and Learning Support visit our associated primary.

As the year progresses primary seven pupils have the opportunity to visit St. Ninian's and attend one day a week for four weeks. Pupils will be involved in classes in Science, Design and Technology, Art and Music. The experience allows pupils to experience classes in the secondary school as well as familiarising themselves with the school environment. Furthermore in June pupils attend a mini school day where they meet with fellow pupils from the associated primary schools and take part in host of curriculum based activities.

Parents of Primary Seven pupils are invited to attend an information evening in May when they will have the opportunity to meet the Head Teacher and other key staff and see the school's accommodation at first hand. Arrangements and details of this meeting will be communicated to parents by letter via the primary schools.

From time to time during the session, families move into the area served by St. Ninian's. Parents of such families, considering enrolling their child in this school, should contact the school by telephone or letter. If parents living outwith the catchment area of St. Ninian's wish to make a placing request for their child to attend this school, they too should contact the school for information. Please note, however, that the placing request should be lodged not with the school, but with the Education Offices.

To support senior pupils with the transition from secondary school to university, college and employment the school work closely with Skill Development Scotland. A number of days a week the Pastoral team are supported by a careers officer who arranges appointments with pupils to help with career planning. Further support is provided through vocational and UCAS information events where parents are invited to attend to support their child with future choices and to help with transition progress.



Support for Pupils

Support is provided as a continuum within St. Ninians High School. All teachers provide support for pupils to improve their learning. There are times when pupils require specialist support. This is provided by our Support Department who are also able to call on the expertise of our partner agencies e.g. Psychological Services, Health Board, and Social Work.

The Support Team is led by a Depute Head Teacher and comprises Principal Teachers of Pastoral Support, and a Principal Teacher (Support for Learning). There are also a number of Additional Support Needs Assistants and Classroom Assistants.

It is inevitable that in a school with as large an intake as St Ninian's some pupils will experience learning difficulties at one stage or another. Our policy for helping pupils at these times is related to what we have said elsewhere in this booklet about courses in S1 and S2, assessment, mixed ability teaching, primary-secondary liaison and guidance. Running through all these is the theme of the individual pupil—endowed with his/her gifts, aptitudes, strengths and weaknesses, and moving at his/her own pace towards the attainment of skills.

Our policy therefore for helping pupils with learning difficulties contains the following elements:

- Close liaison with primary schools in order that we are aware of any difficulties and can work on them from the very beginning
- The allocation of pupils to mixed-ability classes. There is no separate class for pupil who need learning support. Every teacher is expected to devise courses and employ methods which meet the varying needs of individual pupils
- The allocation of additional teachers to a number of subjects in First to Fourth years. This additional allocation means that more time and support are available to individual pupils
- An assessment policy which reports on strengths and weaknesses and which should lead to an appropriate action for any weaknesses which the pupil has
- The encouragement given to parents to contact Pastoral Support Staff or the appropriate Depute Head Teacher if they think that their child is experiencing difficulty with their studies
- The willingness on our part to involve parents actively in ways which can help to deal with the pupils' difficulty, e.g. helping with reading, spelling, etc., at home, and indeed in class, advising on specialist help and resources which may be available outwith the school
- Referral to specialist services, e.g. Psychological Services, who have expertise in dealing with particular problems
- Arranging and attending case conferences
- The provision, in certain carefully assessed cases, of specialist resources for learning support, including support for pupils for whom English is a second language
- Links with Psychological Services and the SQA so that special examination arrangements are made for pupils with certain disabilities
- Visiting teachers with specialist qualifications in assisting pupils with certain disabilities e.g. hearing or visual impairment

Mental Health and Wellbeing

Within St Ninian's the Principal Teacher of Pupil Support (Mental Health and Wellbeing) is part of the Pupil support team and leads the strategy outlined below:



This is based on a framework for improvement that includes adapting the St Ninian's strategy to our specific context, building on strong engagement with students, staff and a robust evaluation of need. A key priority is to provide targeted, timely and individualised support to pupils based on the indicators set out in Getting it Right for Every Child (GIRFEC) through bespoke support programmes and one to one support. This happens in partnership with parents, the local community, and support agencies and through staff working together to provide support and promote positive mental health and wellbeing. In addition, innovative approaches to resilience education, emotional wellbeing and mental health literacy through transitions and in S1 have been adopted.

Joint Support Team (JST)

The Joint Support Team is made up of representatives from the school senior management team, pupil support staff, teaching staff, social work department, Psychological Services, Careers Service, and any other appropriate agency. It is coordinated by a member of the senior management team. One of the important functions of the JST is to develop and implement strategies to help our young people.

Alternative Assessment Arrangements

Alternative Assessment Arrangements allow pupils who are disabled, and/or have been identified as having additional support needs, appropriate arrangements to access the assessment without compromising its integrity.

All staff should have knowledge of the Alternative Assessment Arrangements available for learners with additional support needs and barriers to their learning. Potential arrangements should be discussed with parents and learners at the earliest possible time, in order that decisions can be made about what may best alleviate a barrier to learning. Alternative Assessment Arrangements should reflect, as far as possible, the pupil's normal way of learning and producing work. Alternative Assessment Arrangements for pupils may change throughout their time at St Ninian's, depending on the barriers that a pupil may face. Learners should have opportunities to practice for external examinations using the necessary support.

Further information on Alternative Assessment Arrangements can be accessed at: <https://www.sqa.org.uk/sqa/14976.html>

Enquire—the Scottish Advice Service for Additional Support for Learning

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning. Enquire also offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at

www.enquire.org.uk



School Improvement

St. Ninian’s consistently strives to improve on it’s successes. The current School Plan sets targets on a number of priorities, with an emphasis on enhancing pupil attainment and achievement and encouraging their wider involvement in school with an emphasis on opportunity for all and service to others. Below are listed some of the priorities and the focus of what we aim to improve.

| Everyone Attaining | | |
|---|--|---|
| National Priorities: | | |
| Improvement in attainment, literacy and numeracy. Close the attainment gap between the most and least disadvantaged. | | |
| NIF Drivers | Expected Outcome / Impact (what we will measure and report on) | Activities (what we will do to bring about improvement) |
| Assessment of Children’s Progress | <ul style="list-style-type: none"> • Departmental plans focused on improving learning, teaching and assessment • Performance across key benchmarks: NQs and SCQF Awards for S4-S6 students • Attainment in the BGE, measured by CfE levels • Quality of provision of teaching and learning including co-curricular opportunities | <ul style="list-style-type: none"> • Empower staff to use their skills and knowledge to secure improvement in achievement and attainment for all learners • Support teachers to develop their skills in delivering CLPL for others focused on the curriculum, leadership for, and of, learning, teaching and assessment within and across curriculum areas, and subjects |
| Teacher Professionalism | <ul style="list-style-type: none"> • Literacy and numeracy attainment BGE / NQs • Involvement of pupils in advancing excellence in their learning and through teaching experienced • A portfolio of exemplars of sector leading practice for teaching, learning & assessment shared across departments | <ul style="list-style-type: none"> • Work with teachers to identify and disseminate effective learning, teaching and assessment strategies which promote inclusive practices, improve achievement, raise attainment, maintain and improve health and wellbeing, and provide effective ASN strategies • Continue to create innovative approaches to delivering learning and teaching across all subjects and share good practice where it is found • Carry out an annual programme of scrutiny published in departmental plans and aligned with Standards and Quality Evaluation Framework |
| Performance Information | <ul style="list-style-type: none"> • Evaluation of early intervention linked to improved outcomes and reduced inequalities experienced whatever background or SIMD • SCQF Awards for wider achievement of pupils experiencing disadvantage living in SIMD 1-3 and those experiencing barriers to learning arising from personal and family matters | <ul style="list-style-type: none"> • Monitoring & accountability to be balanced with self-review & evaluation identifying areas for improvement & sector leading practice • Improve the design of the curriculum which takes account of the needs of pupils at all stages and develops their skills in learning, life and work. |
| Parental Engagement | <ul style="list-style-type: none"> • Examples of practice identified through scrutiny to be shared with teachers developing a shared understanding of what highly-effective practice looks like | <ul style="list-style-type: none"> • Ensure robust data is captured and able to be synthesised to provide information about performance, curriculum, support and challenge • CLPL programme to strengthen the capacity of teachers to lead and deliver school and departmental priorities |
| School leadership | <ul style="list-style-type: none"> • Leadership development and professional learning programmes focused on contributing to changed practice, leading to better experiences and improved outcomes for pupils’ attainment & achievement | <ul style="list-style-type: none"> • Engage with staff to embed an improved approach to quality improvement and self-evaluation from which we can clearly evaluate the impact of our work and identify priorities for improvement • Support for staff engagement in school and departmental co-curricular activities, CLPL, and wider involvement in ERC & Regional events • Establish a partnership approach to improvement through working with education professional in RICs, ERC Schools, Colleges, CLD partners. • Data to be analysed to ensure that our impact can be readily determined. |
| School Improvement | | |



School Improvement

Everyone Achieving

| National Priorities: Improvement in employability skills and sustained, positive school-leaver destinations for all young people & personal achievement | | |
|--|--|--|
| NIF Drivers | Expected Outcome / Impact (what we will measure and report on) | Activities (what we will do to bring about improvement) |
| Assessment of Children's Progress | <ul style="list-style-type: none"> Improvement in % of pupils, and leavers, with well-developed employability skills An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements and are recognized through awards | <ul style="list-style-type: none"> Invest in staff professional learning to ensure that we develop a workforce which is recognised as skilled and confident, achieving the highest professional standards Introduce for S5, Leadership for Values & Service, SCQF Accredited SCQF accreditation for Leadership Awards, Volunteering, Health & Wellbeing, PDAs, Caritas, DoFE, Saltire Awards, Prince's Trust ERC CLPL programme disseminated and promoted Partnership with SDS & post school services improve +ve destinations Intervention for pupils at risk of not achieving a positive destination through Positive Pathway Programme. Promotion of the Career Education Standards across the school Increase engagement in flexible work placements and mock interviews Provide opportunities for pupils to contribute to reviewing and evaluation across a range of our work and priorities in our SIP Develop progression pathways involving colleges, vocational providers, community work placements, and third way partnership working. Pupils to develop their skills of recording and articulating their achievements and skills during PSHE and at parents' evenings Share highly-effective and innovative practice in curriculum development and design which supports departmental collaboration and helps teachers learn about what works improving pupil achievement Identify common areas of interest with our partners and collaborate to ensure the successful delivery of curricular courses and inserts Gather feedback on what we are doing well and where improvements can be made for the benefit of learners and teachers and partners Offer opportunities for pupils to enrich their education in/out of school encouraging pupils to be successful, confident, responsible, effective Apply for Cyber Security & Internet Resilience Digital Schools Award Work with departments and partners to extend the range of courses and awards to meet the needs of all pupils |
| Teacher Professionalism | <ul style="list-style-type: none"> Satisfaction levels reported by staff engaging in curricular work in school, depts., ERC, with partner agencies, and other providers. Analysis of data of teacher & staff engagement % of school leavers in positive and sustainable destinations | |
| School Leadership | <ul style="list-style-type: none"> Evaluations of pupil's engaging in their Parents' Evening discussions on their progress, wider achievement, and health and wellbeing Levels of parental engagement in their child's learning and in the life of the school | |
| Parental Engagement | <ul style="list-style-type: none"> Teacher engagement in in-house CLPL training for MHFA and Mental Health activities for staff Our level of working at national, regional and local authority level contributing to sustainable professional networks which facilitate the sharing of best practice to promote improvements in learning, teaching and assessment. | |
| School Improvement | <ul style="list-style-type: none"> The added value to pupil achievement/attainment through the Articulate programme, bespoke STL Courses, personal development awards, pupil volunteering | |
| Performance Information | <ul style="list-style-type: none"> Staff, pupil and parent satisfaction levels identified through questionnaires, evaluations of events, and focus group discussions | |

Excellent Experiences

| National Priorities: Improvement in young people's health and wellbeing – physical, mental, personal, social, emotional, academic | | |
|--|--|---|
| NIF Drivers | Expected Outcome / Impact (what we will measure and report on) | Activities (what we will do to bring about improvement) |
| Assessment of Children's Progress | <ul style="list-style-type: none"> Parental engagement in their child's learning and in the life of the school Levels of parental engagement using of digital technologies tools promoted by ERC Identify where digital learning has greatest impact on improving teaching & learning The range of high quality professional learning opportunities developing staff understanding of inclusive practices in meeting the needs of diverse learners | <ul style="list-style-type: none"> Focus on meeting the needs of diverse learners to ensure pupils get the right help at the right time by the right people and support services on delivering on expectations within <i>Getting it right for every child</i>. Develop programmes for wider professional learning and leadership for staff involved in the delivery of wellbeing, health, DYW, Equality Use Reports to evaluate progress, wellbeing, engagement, participation Ensure for each pupil strengths and areas of need are identified and provision put in place to support those at risk of underachieving Embed a culture of safeguarding throughout the school & departments Ensure policies and procedures promote excellent behaviour and that sanctions are implemented effectively and consistently Use HWB Tracking tool to identify interventions for pupils at risk of disengagement, analysing data across cohorts and identifying trends Promote wellbeing across the school with identified inputs by depts. Promote mental wellbeing through prevention and early intervention Promote equality and respect through Catholic Social Justice teachings Enhance staff knowledge and understanding of equality & diversity issues, & support staff in addressing inequity Develop parental awareness of health and wellbeing through parent workshops targeted at mental health and ASN support. Signpost pupils to tailored resources to encourage positive mental health Advance equality of opportunity and foster good relations between people with different protected characteristics, including those disadvantaged by poverty Evaluate the quality of provision bringing together our evidence base, quantitative and qualitative, including observing learning at first hand Data analysed to ensure that our outcomes are delivered in an effective and efficient manner and our impact can be readily determined |
| Teacher Professionalism | <ul style="list-style-type: none"> Increase opportunities for pupils to develop knowledge, understanding and skills for life and participation in a global multicultural society | |
| Parental Engagement | <ul style="list-style-type: none"> The culture of Getting It Right For Every Child in the school and in departments The number of young people reporting there experience of bullying and/or racist behaviour | |
| School Improvement | <ul style="list-style-type: none"> Partnership working to ensure a smooth transition; primary to secondary and secondary to a positive and sustained leaver destination Teacher confidence in using digital technology | |
| School leadership | <ul style="list-style-type: none"> The culture of wellbeing experienced in class and through departmental and school activities Pupil wellbeing evaluated in PSHE through the use of the Shannari indicators | |
| Performance Information | <ul style="list-style-type: none"> Delivery on the Govt's. equality outcomes 2021 The standards and quality of education experienced & improvement in pupil outcomes | |

School Performance

“St Ninian’s High School is very successfully sustaining high standards over time. Young people achieve outstanding outcomes.”

St Ninian’s Summarised Inspection Findings, 2019

Literacy and Numeracy Judgements

| | 2017-18 % Achieved Level 4 | % S4 Achieving N5 (A-D) English | 2018-19 % Achieved Level 4 | National % Achieved Level 4 |
|---------------------|----------------------------|---------------------------------|----------------------------|-----------------------------|
| Reading | 83% | 95% | 84% | 53% |
| Writing | 79% | | 85% | 51% |
| Talking & Listening | 84% | | 87% | 55% |
| Numeracy | 83% | 84% | 82% | 56% |

SQA 2019

| | |
|------------|-----|
| 5+ Level 3 | 99% |
| 5+ Level 4 | 98% |
| 5+ Level 5 | 86% |
| 1+ Level 6 | 88% |
| 3+ Level 6 | 70% |
| 5+ Level 6 | 50% |
| 1+ Level 7 | 49% |

Vocational Courses

93 pupils attended (and completed) a wide range of vocational courses in session 2018 - 2019.

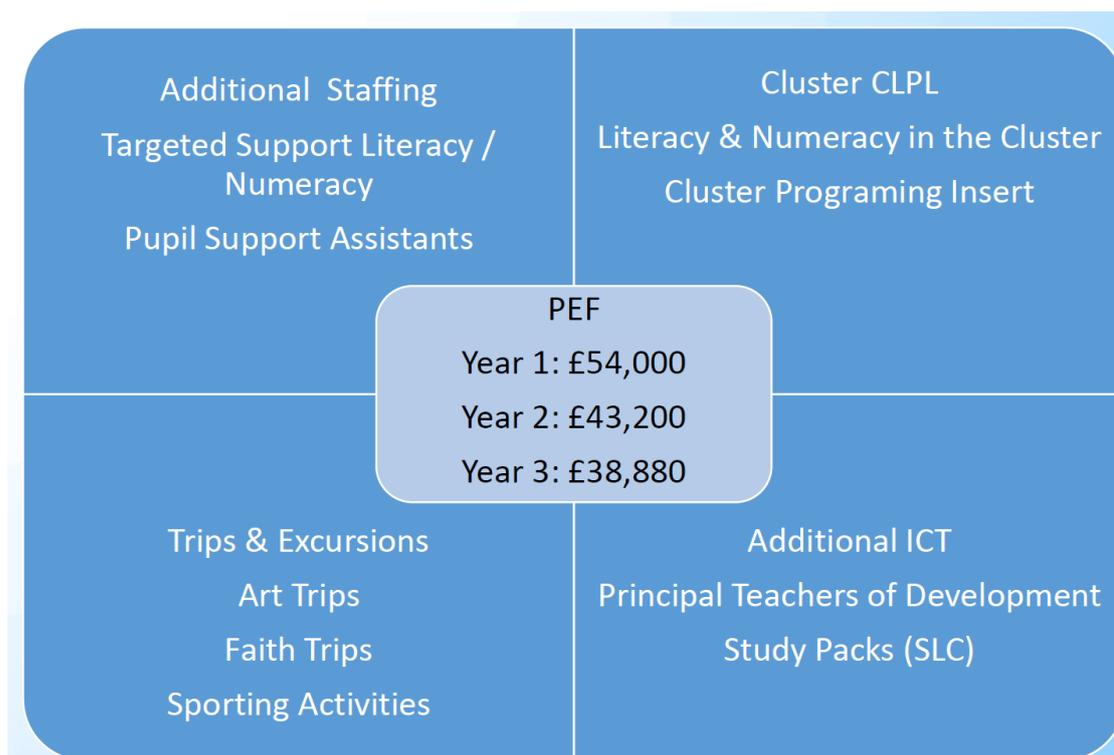
Pass rate of 97.8%

Attainment on Leaving

| | |
|------------|-----|
| 5+ Level 5 | 88% |
| 5+ Level 6 | 68% |
| 1+ Level 7 | 49% |

“The school is making significant progress in raising attainment for all of its young people”

St Ninian’s Summarised Inspection Findings, 2019



Practical Information

This final section of the handbook provides guidance on the most commonly requested information about Saint Ninian's High School.

School Day

First Bell Rings 8.40

Period 1 8.45 – 9.35

Period 2 9.35 – 10.25

Interval (10.25 – 10.40)

Period 3 10.40 – 11.30

Period 4 11.30 – 12.20

Lunch (12.20 – 1.00)

Period 5 1.00 – 1.50

Period 6 1.50 – 2.40

Period 7 2.40 – 3.30



(7 Periods, Monday, Tuesday and Thursday, 6 Periods Wednesday and Friday)

Lunches

St. Ninian's operates a cashless cafeteria. This means that pupils, staff and visitors have a PIN for purchasing items from the cafeteria. For pupils, this takes the form of their National Entitlement Card, containing a code number and photographic identification. The card may also be used for obtaining discounts for local services. Information and application forms for free school meals may be obtained from the school office or from Customer First staff at Council Offices, Barrhead (0141 577 3001). Although applications may be made at any time, it is helpful if forms are completed in April for applications which are to take effect from the beginning of the following session. A new application must be made each session. Pupils who bring packed lunches to school may use the cafeteria for eating them.

Co-curricular activities

We attach a high priority to co-curricular activities as a way of enriching pupils' education and bringing teachers and pupils together in an informal setting. We encourage pupils to act responsibly when organising clubs and activities by adopting 'office-bearer' roles such as chairperson or secretary. This also helps for their involvement in community organisations. The following are some of the co-curricular activities available at St Ninian's:

- Athletics
- Cricket
- Chess
- Football
- Fashion Club
- Netball
- Skiing
- Worship Group
- Badminton
- Basketball
- Choir
- Debating
- Dance
- Rugby
- Art Club
- Life Group
- Basketball
- Ceilidh band
- Concert band
- Orchestra
- Golf
- School show
- Photography Club
- Science Club

There are many more activities and trips, information about these can be found on our school website.

School Uniform

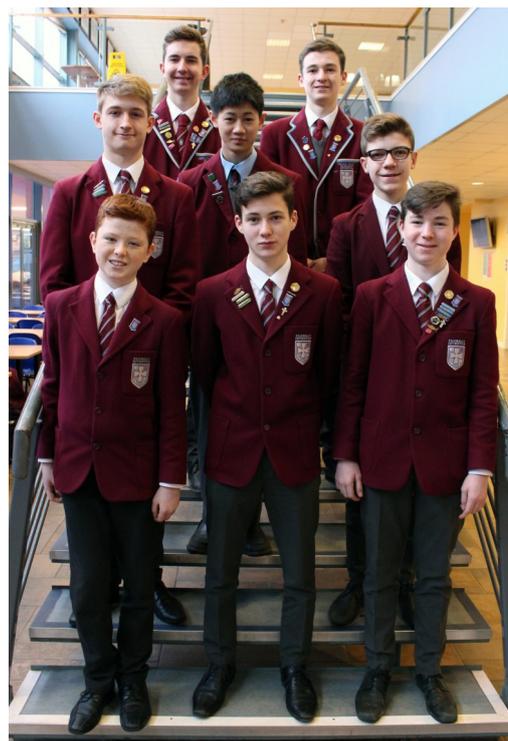
The wearing of school uniform is invaluable in conveying a sense of community, wellbeing and purpose. It helps to establish respect between pupils & staff and reinforces the moral values embedded in St Ninian's, a community of faith, love & learning.

Wearing of school uniform :

- Indicates a sense of pride in the school and helps pupils to form positive attitudes to the school and to their school work.
- Protects children from the harmful effects of social distinction and competitive dressing .
- Promotes the school's identity in the community, with our immediate neighbours, local business and industry.
- Assists staff in the task of supervising pupils and keeping unwelcome visitors out of the school .

Boys' Uniform

- Maroon blazer with school badge
- Grey v-neck jumper or cardigan
- Pale blue or white shirt
- School tie worn & tied
- Black shoes (not trainers)
- Grey dress trousers (not black)



Girls Uniform

- Maroon blazer with school badge
- Grey v-neck jumper or cardigan
- Pale blue or white shirt
- School tie worn & tied
- Black shoes (not trainers)
- Grey school skirt of an appropriate / modest length and comfort
- Grey dress trousers



P.E. Kit

- Sky blue polo shirt
- Black or navy shorts/tracksuit trousers
- Training shoes which have built in support (not fashion shoes)

Absolutely no football or designer tops, shorts or tracksuit trousers. Jewellery should NOT be worn in Physical Education.

Some families may be entitled to clothing grants and information on this can be obtained from the school office. In order to reflect our expectations of high standards of dress, we ask students to keep school shirts buttoned and tucked in, to wear ties knotted to the neck .



In addition, we ask that students do not display accessories such as fashion belts, scarves etc and that jewellery and other valuable items be left safely at home.

Uniform items may be ordered from several outlets locally and there are mainstream stores which also carry stocks of uniform items.

Discipline

This is a complex subject, but it can readily be stated that our pupils are required to behave well and to show a proper regard for their own safety and for the safety of others. Only in this way can we create an environment in which pupils learn and teachers teach, an environment in which the welfare of everyone in the school community is safeguarded.

School policy on discipline recognises several important elements:

- Pupil-teacher relationships based on mutual respect
- Good teaching and effective class-management
- The quality of pastoral support in our school
- The support of parents
- The drawing-up of a code of conduct based on the needs of the school as a community
- The clear communication of standards and expectations to pupils
- The clear statement to pupils of the kinds of conduct regarded as unacceptable.

School travel

Transport

East Renfrewshire Council provides free transport to all secondary pupils who live more than three miles (by the recognised shortest walking route) from their local school.

Glasgow City Council provides free transport to secondary pupils within its area who live more than two miles from their local school.

If free transport is provided pupils may need to walk a certain distance from home to the vehicle pick-up point. It is the responsibility of parents to make sure their son or daughter is at the pick-up point on time and that they behave in a safe and acceptable way getting on and off and travelling on the bus.

Forms are available from the school to apply for free school travel. Children on placing request who travel to an East Renfrewshire school from another council area will not receive free school transport except in exceptional circumstances.

Travel between schools – free transport is provided for students travelling to take a course in another East Renfrewshire school.

Walking To School

If you live within walking distance, please avoid taking your car to school. The areas around most East Renfrewshire schools weren't built to accommodate the number of cars generated by the school communities. This can mean traffic jams, blocked streets and stress for parents, children and neighbours.

Walking to school can be healthier for you and your son or daughter and could mean a more relaxed start to the day for you, your child and for other parents.

Medical Matters

We do not have a full-time nurse, though we do have trained First Aiders. For students who are ill during the day there are strict regulations limiting the first aid we are allowed to render. We are forbidden to administer medicine unless the relevant pro-forma has been completed, signed by a parent/carer and returned to the school office along with the medicine, stored in its original packaging.

In cases of serious illness, arrangements are made to contact parents/carers to have the student taken to hospital. In cases where a student is so distressed that it is unwise for them to remain in school, contact is made with parents to agree arrangements to take them home. Fortunately most cases are straightforward and the student returns to classes after receiving first aid. When students are involved in accidents, if necessary, arrangements are made to have them taken or sent by ambulance to hospital. Every effort is made to contact parents/carers.

It is in the interests of students that we ask parents/carers to inform us of any medical problem or condition affecting their children. Such information is helpful, for example to teachers of physical education and enables us to take prompt and appropriate action if a student is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence.

Routine medical examinations or immunisations are carried out from time to time by the school doctor and nursing staff. Parents are informed and their permission obtained when these examinations are to take place.

Students with medical/dental appointments during the school day should bring the appointment card to their pastoral support teacher to be recorded. As much notice as possible of appointments should be given.

Educational Maintenance Allowance

Senior pupils who remain at school beyond the statutory leaving age of 16 may apply for an Educational Maintenance Allowance (E.M.A.).

It is a means tested allowance made on a sliding scale, which takes into account family income and other circumstances. Pupils' parents and the school draw up a learning agreement, breach of which will result in withdrawal or deferment of the allowance.

Pupil Involvement—Pupil Council

Saint Ninian's High School is proud to have a number of elected representatives chosen from within our pupil body, by our own pupils. At the beginning of each academic year each Pastoral class will elect two representatives to serve on each year group council. These elections will be organised by the pastoral teacher and the names submitted to the Year Head. Through the PSHE period, pupils will have the opportunity to identify and select their class representatives. Candidates will have the opportunity to present their candidacy and why they would want to represent the class. They should meet certain categories with regard to commitment, attendance, conduct and uniform. Two Year Representatives will be elected to serve on the whole-school council which will be Chaired by the Head Teacher.

Prior to the formal meeting of the Year Council, the Pastoral Teacher will discuss with his/her class issues and ideas from which items for the meeting of the Pupil Council will be submitted as agenda items. Participation in Pupil Council serves to develop pupils' interpersonal and presentational skills whilst endeavouring to enhance their sense of citizenship and responsibility. It is the intention of each Pupil Council to provide an unbiased and cohesive forum through which pupils can voice opinions, issues and ideas which will improve and enhance their experience of Saint Ninian's High School and to positively impact the educational development of future year groups.

After elections have taken place and class reps elected, the Pupil Council will meet 4 times per year. Over the course of the year through each of the four terms, a different theme will be visited during PSHE where different issues identified will help contribute to the meeting agendas. These themes include **“learners experience”**, **“teaching for effective learning”**, **“impact of staff”** and **“opportunity and chances”**. Classes will also have the opportunity to raise views they felt should be discussed by the council. The Year Head and Pastoral Year representative will convene meetings and the agenda will be issued the week before. Meetings will take place in the conference room with PT Pastoral in the chair and a member of the Pupil Council responsible for taking minutes. Class reps will be provided with a copy of the minutes to provide feedback to classes whilst a copy will be displayed on the Pupil Council Notice board. During the year the Head Teacher will meet with the whole school council to discuss issues and themes raised in past meetings. It will also be an opportunity to update the council on spending benefits which have been put in place. Each year reps will report back to each year group through the year group assembly. At the end of the academic year the representatives of the whole school council will meet to produce a final report in conjunction with the head boy and head girl to outline the work carried out by the council as well as identifying targets for the next year. This will also help to feed into both the Pastoral and School plan.



What is How Good is OUR School?

- Government Initiative to support improvement in learner participation in self-evaluation and school improvement
- This is an ongoing process of self-evaluation focusing on the views of pupils. We want to know how you rate your school.
- Self-evaluation is how schools decide what is going well and what could be better. It helps us as a school to identify the actions they need to take to keep improving.
- The themes identified below are at the core of our school and we continuously aim to improve to ensure excellence and equity for all.



Useful Websites

Anti-Bullying:

<http://respectme.org.uk/>

Complaints:

<https://www.eastrenfrewshire.gov.uk/complaints>

Child Protection :

<https://www.eastrenfrewshire.gov.uk/ercpc>

Emergency Closure of Schools and Establishments – Severe Weather Conditions:

<http://bit.ly/SevereWeatherSNHS>

Free School Transport:

<https://www.eastrenfrewshire.gov.uk/article/1810/Free-school-transport>

Use Departmental Websites for Homework Information:

<http://bit.ly/departmentsSNHS>

Inclusion:

<http://bit.ly/inclusionERC>

School Holidays Dates:

<http://bit.ly/19-20holidaydates>

Parental Involvement:

<https://blogs.glowscotland.org.uk/er/StNinians/parent-zone/>



School Prayer

Jesus, as a child you grew in learning and wisdom.

Bless Saint Ninian's High School, a community of faith and love where young people learn, work and grow together.

Help us to make our school a place where teachers are valued for their dedication; where pupils are encouraged to develop their talents and where all staff, young people pupils and parents – work together in trust and friendship.

Live among us now and forever.

Amen



Let Youth Flourish



St. Ninian's High School